

The Single Plan for Student Achievement

School: Shasta Elementary School
CDS Code: 04-61424-6003099
District: Chico Unified School District
Principal: Bruce Besnard
Revision Date: 11-20-17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission	3
School Profile.....	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Planned Improvements in Student Performance	15
LCAP Goal 1: Quality Teachers, Materials, and Facilities.....	15
LCAP Goal 2: Fully Align Curriculum and Assessments with California State Content Standards	17
LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses.....	20
LCAP Goal 4: Provide opportunities for meaningful parent involvement and input.....	24
LCAP Goal 5: Improve School Climate:	26
Centralized Services for Planned Improvements in Student Performance	28
Centralized Service Goal #1	28
Centralized Service Goal #2	29
Centralized Service Goal #3.....	30
Centralized Service Goal #4	31
Centralized Service Goal #5.....	32
Summary of Expenditures in this Plan.....	33
Total Allocations and Expenditures by Funding Source	33
Total Expenditures by Object Type.....	34
Total Expenditures by Object Type and Funding Source.....	35
Total Expenditures by Goal	36
School Site Council Membership.....	37
Recommendations and Assurances.....	38

School Vision and Mission

Shasta Elementary School's Vision and Mission Statements

It is the MISSION of Shasta School and CUSD...

~ To nurture talents and abilities

~ To promote academic excellence

~ To develop responsible citizens

~ To foster respect for others

~ To provide a safe and enriched environment

It is the VISION of Shasta Elementary School and the Chico Unified School District, with the aid of students, parents, staff, and community to develop students and graduates who are confident individuals with positive self-esteem; educated, responsible, enlightened citizens; effective communicators; creative problem solvers; critical, reflective thinkers; self-directed, life-long learners; effective users of technology; and productive members of the work force. In our vision all students will succeed as evidenced by realizing high standards and expectations for achievement. In a culture of collaboration, parents, students and educators will focus on results in learning ensuring that all students learn at a high level within a safe, enriched environment, utilizing a wide variety of resources and strategies.

Shasta School and CUSD Goals

~ Shasta School will provide enriched, student-centered environments in which every student will have the opportunity to succeed, to nurture individual talents and abilities, to develop respect for self and others, and to become an involved, responsible citizen.

~ Shasta School will promote excellence in both academic and non-academic areas for all students.

~ Shasta School will establish curricular expectations for all students and develop a student assessment process consistent with these expectations.

~ Shasta School will maintain safe, secure and healthy learning environments where disruptions do not impede the learning process.

~ Shasta School will provide staff development opportunities to ensure continuing instructional excellence and to explore and, where appropriate, implement innovative educational strategies.

~ Shasta School will develop criteria for assessing school wide effectiveness.

~ Shasta School will form partnerships with students, parents, staff, Board of Education, and all community resources to share governance of and responsibility for student success.

School Profile

Shasta School is located at the north end of Chico, serving the rural/residential community between Commercial Avenue and the Butte County line. Although the community continues to grow and enrollment in this K-5 school has ballooned to over 650 students, parents still regard Shasta as a quiet, country school with its peaceful vista of mountains across the valley. Shasta School has 27 fully credentialed teachers. Grades K-3 average fewer than 25 students per classroom. Grades 4-5 average 32-34 students per classroom. Shasta School meets the required number of instructional minutes per year for each grade. Shasta School promotes high academic achievement for all students while instilling values of responsible citizenship and respect for others in a safe, enriched environment. Accountability is shared between parents, educators and the students themselves.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Shasta School much is being accomplished on a limited budget. Additional dollars, space and time are always a need. Therefore, we have focused on using our volunteers and community to its fullest. Additional time for teacher collaboration is necessary.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are well supplied with adequate textbooks. The principal conducts formal observations according to the Collective Bargaining Agreement as well as informal observations/walkthroughs on a regular basis. Materials are readily available to all teachers. Specialized materials for all areas of the curriculum are available through grant dollars and support from our PTO.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Shasta has CAASPP test results yearly to establish school-wide goals. Each grade level have used the CAASPP results to develop classroom level SMART goals and a plan to modify instruction for the school year to better meet the needs of the students. District Benchmark Assessments, CCCSS assessments, and teacher-made assessments are used throughout the school year to modify instruction and provide enrichment to improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Shasta students are routinely assessed to collect data to check progress and determine placement in intervention and instructional groups. District Benchmark Assessments, grade level common assessments, and teacher made assessments are used throughout the school year to analyze student performance and construct modifications and differentiated instruction in and out of the classrooms. This data is also used to report to parents on the standards based report card.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Shasta School meets performance goals in this area.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Shasta School meets performance goals in this area.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Shasta teachers have access to staff development aligned with the content standards, Common Core State Standards, assessing student performance and other professional needs through Chico Unified School District, their peers, Butte County Office of Education and other local and national agencies.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District-provided coaches as well as a coordinated professional development provided by the district work individually and in large groups with teachers to develop curriculum and deliver content. Staff meetings typically focus on improving learning in classes by highlighting best practices and studying educational changes and trends. Teachers also participate in peer instructional rounds, observing and discussing each other's best practices.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Shasta School is continuing progress to meet performance goals in this area through the PLC model.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Shasta School meets performance goals in this area.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Shasta School meets performance goals in this area.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Shasta School meets performance goals in this area as it pertains to an elementary school setting and a Learning Center Model.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Shasta School meets performance goals in this area.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Shasta School meets performance goals in this area.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Shasta has a team of wonderful teachers who constantly monitor and evaluate their students' progress, making changes to differentiate and modify their pacing to ensure their students maximize their learning. Levelized groups, Learning Center support and classroom aides also ensure underperforming students have the tools they need to reach grade-level standards.

14. Research-based educational practices to raise student achievement

Shasta School meets performance goals in this area and our work in the area is ongoing.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Shasta School meets performance goals in this area; however we are always looking for additional personnel, materials and services to improve our program.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Shasta School meets performance goals in this area.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide a variety of services to help under-performing students to meet standards. Shasta hires additional staff (parent aides) to provide small group instruction or one on one help to under-performing students. Intervention, remediation,, and computer software materials are purchased. Staff development opportunities are offered to the teachers to hone their teaching to ensure under-performing students meet the grade-level expectations..

18. Fiscal support (EPC)

Shasta School meets performance goals in this area. In addition our PTO supports Shasta School in many ways including instructional materials, technology and with volunteers.

Description of Barriers and Related School Goals

1. Barriers that exist to improving student achievement include a decline in local, state and federal funding which could decrease staffing, materials, and upkeep of facilities. Therefore at Shasta School the limited resources for students in need of extra help are coordinated through our Learning Center approach.

School Goal #1

80% of K-5 students will demonstrate 10 months growth in reading as measured by ELA benchmark assessments.

School Goal #2

80% of K-5 students will demonstrate a 100% increase (where applicable) from their baseline on their math fluency or iReady assessments..

2. Shasta is a large, increasingly diverse campus. The population demographics have been undergoing a significant change with the introduction of a large group of students new to the school at various grade levels.

School Goal #3

Citations, office referrals, suspensions and other forms of recorded disciplinary actions will reduce by 25% each trimester.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	95	113	94	91	110	93	91	109	93	95.8	97.3	98.9
Grade 4	119	91	122	117	89	121	116	89	121	98.3	97.8	99.2
Grade 5	101	127	100	98	124	98	98	123	98	97.0	97.6	98
Grade 6	116	94		114	90		112	90		98.3	95.7	
All Grades	431	425	316	420	413	312	417	411	312	97.4	97.2	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2404.0	2401.7	2434.8	14	17	24.73	19	22	26.88	44	25	24.73	23	36	23.66
Grade 4	2440.4	2460.9	2461.2	18	20	20.66	26	26	27.27	13	30	23.97	42	24	28.10
Grade 5	2485.9	2498.9	2485.4	11	22	17.35	32	32	27.55	29	19	21.43	29	28	33.67
Grade 6	2519.2	2518.0		16	9		32	40		23	32		27	19	
All Grades	N/A	N/A	N/A	15	18	20.83	28	30	27.24	26	26	23.40	31	27	28.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	19	27.96	49	42	43.01	31	39	29.03
Grade 4	19	16	23.14	38	56	51.24	43	28	25.62
Grade 5	16	22	19.39	53	48	52.04	31	30	28.57
Grade 6	21	6		46	63		32	31	
All Grades	19	16	23.40	46	52	49.04	35	32	27.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	17	27.96	53	48	47.31	34	35	24.73
Grade 4	15	25	19.01	47	53	55.37	38	22	25.62
Grade 5	17	28	25.51	50	40	44.90	33	33	29.59
Grade 6	25	17		44	54		31	29	
All Grades	18	22	23.72	48	48	49.68	34	30	26.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	17	25.81	68	60	60.22	16	24	13.98
Grade 4	16	16	16.53	70	67	59.50	14	17	23.97
Grade 5	12	18	14.29	64	63	71.43	23	19	14.29
Grade 6	14	18		69	73		17	9	
All Grades	15	17	18.59	68	65	63.46	18	18	17.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	20	29.03	59	46	51.61	31	34	19.35
Grade 4	13	18	25.62	57	65	47.93	30	17	26.45
Grade 5	18	34	22.45	61	52	44.90	20	14	32.65
Grade 6	19	17		63	67		18	17	
All Grades	15	23	25.64	60	56	48.08	25	20	26.28

Conclusions based on this data:

1. The percentage of students scoring above standard increased in every category in the 16-17 school year.
2. There was a general increase in achievement in each category with the exception of research/Inquiry

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	95	113	94	92	110	91	91	109	91	96.8	97.3	96.8
Grade 4	119	91	122	116	90	121	115	89	121	97.5	98.9	99.2
Grade 5	101	127	100	98	124	98	98	124	98	97.0	97.6	98
Grade 6	116	94		113	90		112	90		97.4	95.7	
All Grades	431	425	316	419	414	310	416	412	310	97.2	97.4	98.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2435.4	2415.1	2442.2	14	15	26.37	42	34	28.57	26	20	23.08	16	31	21.98
Grade 4	2466.6	2507.3	2496.5	11	25	28.10	34	51	33.06	34	15	23.14	21	10	15.70
Grade 5	2513.2	2524.1	2506.1	18	31	21.43	24	21	22.45	37	24	24.49	20	23	31.63
Grade 6	2513.5	2511.3		8	14		34	23		34	33		24	29	
All Grades	N/A	N/A	N/A	13	22	25.48	33	31	28.39	33	23	23.55	21	24	22.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	28	39.56	46	34	32.97	23	38	27.47
Grade 4	30	46	44.63	33	39	33.06	37	15	22.31
Grade 5	31	40	24.49	33	26	36.73	37	35	38.78
Grade 6	18	19		42	42		40	39	
All Grades	27	33	36.77	38	34	34.19	35	32	29.03

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	24	32.97	47	45	47.25	25	31	19.78
Grade 4	15	34	28.93	58	51	51.24	27	16	19.83
Grade 5	18	33	19.39	53	39	52.04	29	28	28.57
Grade 6	17	19		57	47		26	34	
All Grades	19	28	27.10	54	45	50.32	27	28	22.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	23	30.77	56	53	47.25	16	24	21.98
Grade 4	17	34	38.02	53	51	42.15	30	16	19.83
Grade 5	17	26	18.37	63	47	53.06	19	27	28.57
Grade 6	10	21		60	56		30	23	
All Grades	17	26	29.68	58	51	47.10	25	23	23.23

Conclusions based on this data:

1. There has been a general increase in achievement scores in mathematics.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K									25			50			25
1			14	60	22	29		56	29	40	22	29			
2	8			23			23	50	33	31	33	56	15	17	11
3				38		43	38	20	43	25	50	14		30	
4	23	13		31	25	20	46	25	30		13	30		25	20
5	36	10		27	40	40	18	40	40	9	10		9		20
6	17	14		17	29		50	43			14		17		
Total	16	6	2	30	20	21	30	38	33	16	24	31	7	12	12

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					11	11	30	56	26	50	11	21	20	22	42
1			10	50	22	20		56	40	33	22	30	17		
2	7			21			29	50	33	29	33	58	14	17	8
3				38		43	38	33	43	25	42	14		25	
4	23	11		31	22	20	46	33	30		11	30		22	20
5	36	10		27	40	40	18	40	40	9	10		9		20
6	17	13		17	25		50	50			13		17		
Total	13	5	2	25	17	17	31	44	33	21	21	29	10	13	19

Conclusions based on this data:

1.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP Goal 1: Quality Teachers, Materials, and Facilities
All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair. <ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.
Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Shasta Elementary School provides small group tutoring with instructional aides and paid parent classroom aides in the Learning Center to enable under- performing students to meet standards. Low performing students are integrated into the Learning Center and served by the resource staff using school-based funds.	August 2013 - June 2014		Parent Restricted Aides	Economic Impact Aid	20000
					Economic Impact Aid/Limited English Proficient (EIA-LEP)	12000
					Economic Impact Aid	5000
					Economic Impact Aid/Limited English Proficient (EIA-LEP)	3000

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Teachers will be given opportunities to develop their practices through conferences, seminars, workshops, observations and collaboration with colleagues.	August 2013 - June 2014		Conferences, Publications and Subscriptions to scholarly journals	Title II Part A: Improving Teacher Quality	25000
					Title II Part A: Improving Teacher Quality	5000

Planned Improvements in Student Performance

LCAP Goal 2: Fully Align Curriculum and Assessments with California State Content Standards
<ul style="list-style-type: none"> 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.
Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<ul style="list-style-type: none"> The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback and modify PD opportunities. <p>Timeline: Fall and Spring surveys will be given</p>	<ul style="list-style-type: none"> CSCS Survey Results 	All		Common Core Title I Title II Part A: Improving Teacher Quality LCFF - Supplemental	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide professional development in: <ul style="list-style-type: none"> California State Content Standards Before school and school-year PD in English Language Development Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).	<ul style="list-style-type: none"> Our staff will attend district-wide professional development. Teachers will meet to analyze data and design rigorous CSCS instruction. PLC's analyzing benchmark results together GLT/SBIT progress monitoring high concern students Planning CSCS lessons together District-wide Lync meetings supporting data discussion 3rd-6th grade students will take the SBAC assessment in Spring of 2016. 	<ul style="list-style-type: none"> Planned Staff Meetings- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5 After School Sessions 	All	General Fund	Title II Part A: Improving Teacher Quality	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> CUSD will use common assessments for K-6 students in ELA, ELD, and Math. Ensure all students are given site, district and state assessments. 	<ul style="list-style-type: none"> Report Card Feedback Sessions- 9/10,11/19, 3/24, 6/9 DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6 	All	LCFF - Supplemental		
Release time for peer rounds observations and debrief.						

Planned Improvements in Student Performance

LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses.

- 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.
- 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.
- 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.
- 3.4: Increase student achievement for English learners.
- 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. Students will take Baseline assessments as well as Tri 1, 2, and 3 assessments Site tutoring data will be analyzed High Concern lists of students will be looked at frequently and discussed among teachers Reading Pals program will continue and data analyzed throughout the year All English Learners will be given ELD using Language Star curriculum and assessment ELD teachers will participate in on-going after school training All English Learners will take CUSD interim ELD Assessments and CELDT Site will use SBIT process to monitor placement of students in interventions. 	<ul style="list-style-type: none"> K-6 Trimester Assessment Data (i.e. BPST, BAS, STAR) Language Star Assessment Data 2nd-6th Grade CSCS Assessment Data 3-6 SBAC Data CELDT Data Tutoring Assessment Data 	All		<ul style="list-style-type: none"> General Fund Title I LCFF - Supplemental Common Core 	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide the following services to improve instruction: <ul style="list-style-type: none"> • Targeted Case Managers (TCMs) • Elementary Instructional Specialists (2.6 FTE) • Guidance Aides • Bilingual Aides • TK Instructional Aides 						
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	- Site Kindergarten teachers will attend planning meetings at the district office.	- Planning Meetings-9/23, 10/22, 11/2, 11/30	All			
Provide after school homework support at Elementary and Secondary as per site's needs.	- Site will provide tutoring groups before and after school in ELA and Math to students identified as needing more support.	- Tutoring Data and High Concern Lists	All	After School and Education Safety (ASES)		

Planned Improvements in Student Performance

LCAP Goal 4: Provide opportunities for meaningful parent involvement and input
<ul style="list-style-type: none"> • 4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information. • 4.2: At all levels, increase parent input and involvement in school activities. • 4.3 Increase consistency of timely response from school staff to parent inquiries regarding their student
SPSA Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> • using Parent Portal in Illuminate for 4th-6th grade teachers • expectations for timely response (3 day maximum) to parent inquiries 	- Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings	<ul style="list-style-type: none"> • PD Sign-in Sheets • Parent Feedback Regarding Timely Responses • Spring Parent Survey Responses 	All		General Fund LCFF - Supplemental	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> • Parent Portal feature in Aeries and Illuminate • Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc. 	- Offer a minimum of four parent/family events	- Event Sign-in Sheets	All		General Fund LCFF - Supplemental Parent-Teacher Association (PTA)	
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> • increasing parent participation • District English Learner Advisory Committee (DELAC) 						
Establish baseline for parent involvement in: <ul style="list-style-type: none"> • Parent Information/BTSN • SSC • Site ELAC/DELAC 	- Offer a minimum of four parent/family events	- Percent of Parents who Attend BTSN, ELAC, and Parent/Teacher Conferences	All		General Fund LCFF - Supplemental Parent-Teacher Association (PTA)	

Planned Improvements in Student Performance

LCAP Goal 5: Improve School Climate:
<ul style="list-style-type: none"> 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.
Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> becoming a trauma-informed district behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> Make teachers aware of PD opportunities through weekly bulletins and staff meetings 	<ul style="list-style-type: none"> Session Sign-in Sheets 	All		Common Core	
<ul style="list-style-type: none"> Provide parent, education/training classes to improve student attendance. 	<ul style="list-style-type: none"> Provide a minimum of four family events Early identification of students with attendance issues Communicating these frequently absent/tardy names to teachers Parent/Principal meetings to see if student absences and tardies will improve Using attendance rewards at school assemblies Use/expand ADA Make-Up Days 	<ul style="list-style-type: none"> Event Sign-in Sheets Aeries Reports 	All		LCFF - Supplemental General Fund	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> • Opportunity Programs (CAL and Chapman) • Out of School suspension alternatives (e.g. Reset/ISS) • Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> • Institute the Reset Classroom as an alternative to suspensions • Maintain Opportunity Class and in-school suspension options 	<ul style="list-style-type: none"> • Number of Referral to Opportunity Class • Number of Referrals to Reset • Number of ISS, OSS 	All		LCFF - Supplemental General Fund	
Provide health, social-emotional counseling support services: <ul style="list-style-type: none"> • EMHI/PIP • Guidance Aides • Nurses • Health Aides • Medically Necessary/Off Campus Instruction. 	- Employ social-emotional counseling support services	- Attendance Rate at Site	All		LCFF - Supplemental	
Increase campus supervision as per site needs.	- Employ School Aides (noon supervisor, yard duty) as needed	- Number of Office Referrals	All		General Fund LCFF - Supplemental School Safety and Violence Prevention Act	
Support student engagement in Art, Music, and PE activities at the elementary schools.	- Students receive Fine Arts and PE in 1st-6th grades	- Attendance Rate at Site	All		General Fund	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Economic Impact Aid	25,000.00
Economic Impact Aid/Limited English Proficient (EIA-LEP)	15,000.00
Title II Part A: Improving Teacher Quality	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	70,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Economic Impact Aid	25,000.00
	Economic Impact Aid/Limited English	15,000.00
	Title II Part A: Improving Teacher Quality	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bruce Besnard	X				
Amy Williams		X			
Julia Sanner		X			
Antonia Rendall		X			
Susan Henri			X		
Michelle Leaf				X	
Mark Owen				X	
Erin Isherwood				X	
Sara Alderson				X	
Numbers of members of each category:	1	3	1	4	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 28, 2017.

Attested:

Bruce Besnard

Typed Name of School Principal

Signature of School Principal

Date

Mark Owen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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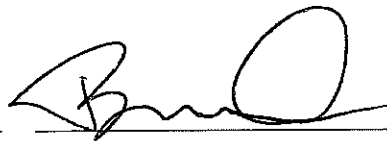
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Attested:

Bruce Besnard

Typed Name of School Principal



Signature of School Principal

11/28/17

Date

Mark Owen

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/28/17

Date